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Title of the Research	Impact of the contextual variables in ELT process: Analysis of intrinsic & extrinsic factors through a teacher's and a learner's perspective.

SYNOPSIS ON

IMPACT OF THE CONTEXTUAL VARIABLES IN ELT PROCESS: ANALYSIS OF INTRINSIC & EXTRINSIC FACTORS THROUGH A TEACHER'S AND A LEARNER'S PERSPECTIVE.

Submitted to:

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Impact of the contextual variables in ELT process: Analysis of intrinsic & extrinsic factors through a teacher's and a learner's perspective.

Background:

There are various theories that have been proposed and considered as the route to second language learning. Behaviorist theory proposes the concept of habit formation as a means of language learning. Cognitive theory claims that learners are thought to creatively use their skills of cognition in order to figure out the L2 on their own. The learners notice a pattern and construct their own rules accordingly, then go back and change the rules if they are faulty. According to Krashen "Acquisition requires meaningful interactions in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding." Similarly there have been various approaches and methodologies like Grammar Translation method, Direct method, Communicative Language Teaching, Total Physical Response, Silent Way, Community Language learning etc. which have been considered as the basis of learning and teaching a language. However, observations and surveys in ELT have evidently proved that these theories have distinct phases of success and may not be applicable in all contexts. It would be inappropriate to generalize that the effectiveness or success of a particular approach/method in a given setting can be marked on the basis of the learning outcome.

Rationale:

If one tries to explore and analyze the actual happenings in an ELT session, one may find that apart from these theoretical groundings, there are certain crucial factors which play a vital role in learning- teaching process and make the learning successful or failure. These factors are varied and are unique in a specific context.

The objective of this research study is to examine the practical aspects of ELT process as it is conceptualized and implemented in various contexts like schools, academic institutes, and corporate sector. The study would highlight and analyze the functional role of the intrinsic & extrinsic variables from a teacher's as well as a learner's perspective.

Intrinsic factors

- Age:
- Need:
- Motivation:
- Socio-cultural background
- Role of L1

Extrinsic factors

- Learning context & Facilities (place, classroom environment)
- Approach & Methodology adopted by the trainer

- Materials
- Trainer attitude
- Trainer expertise
- Teaching techniques (actual classroom happenings)
- Evaluation: form & format
- Time (course duration/ course timings)
- Exposure to the language
- Usage opportunities

Aims and objectives:

The intention of this study is to emphatically put forth the role of variables in learning-teaching process. It is an endeavor to find out the root cause of learning. It would attempt to find out the answers to the question like: How does learning take place actually? Is it because of a particular approach or methodology? Is it due to the use of different teaching techniques? Or due to something else which may not be overtly present? It would also try to find out the answers to some more complex questions like: Is language development a natural process like physical growth? Are we all blessed with a special capacity of learning and developing language? Is it an instinctive attribute or is it a skill to be learnt? The purpose is to find out in deeper sense what is it that affects or hampers language learning when the extrinsic factors are kept common.

This study will not be an attempt to prove the demerits and inapplicability of SLAT theories or inadequacies of the existing approaches and methods; it will try to find out the reasons behind their distinct phases of success.

Scope of study:

The study intends to provide minute details through multiple instances of classroom observations, questionnaires, interviews of teachers & students so as to understand the significance of the features mentioned above in various settings. The study would have schools, academic institutes (ELTIS), and corporate sector as observatory contexts.

This may enable the future course designers to create better learning and teaching atmosphere if ELT theories need to be modified. It would also endeavor to answer the question 'do we need a new methodology for ELT?'

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